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attacks, from the outside, some of the tendencies and principles of the Jamesian psychology. The two aims are entirely legitimate; but they are also distinct; and disagreement with a writer's general attitude may easily lead you to overestimate his slips, and to find contradiction where sympathy would have found only change of standpoint, or mere verbal discrepancy. In some instances, our author seems to have fallen into this trap; in most, however, he has his finger on real weaknesses in James' exposition.

The special points discussed are: the relation of brain to mind, the doctrine of the externality of sensation, the doctrine of the indivisibility of states of consciousness, the self as knower and as known, and James' theories of conception, emotion and volition. S. POWER

*An Adventure.* By 'ELIZABETH MORISON' and 'FRANCES LAMONT.' London, Macmillan & Co., Ltd., 1911. pp. vii., 162.

The gist of the 'adventure' is this: On August 10, 1901, two English ladies paid their first visit to the Petit Trianon at Versailles. It was, of course, broad daylight; and the visitors, who were in good health, knew practically nothing of the history of the place. They nevertheless saw scenes and met persons of the time of the Revolution; 'Miss Morison' saw the Queen herself. On Jan. 22, 1902, 'Miss Lamont' visited the place alone, and had similar experiences. Subsequent visits, by both the narrators, passed off normally.

Ch. i. of the present account details the events of the various visits, the two authors writing independently; on the two critical occasions they did not see alike at every point. Ch. ii. gives the results of research: identification of the figures seen, the buildings and grounds passed and traversed, the music heard, etc. Ch. iii. answers some of the questions and meets some of the attempted explanations proposed to the writers by sceptical friends. Ch. iv. seeks to account for the whole set of experiences as the reproduction of a memory of Marie Antoinette's. On August 10, 1792, the royal family was penned up for many hours in the little room opening into the Hall of the Assembly; the Queen, exhausted and exasperated, sought a fleeting relief in recalling the simple pleasures and the country freedom of the Petit Trianon; as her thoughts wandered, incident after incident flashed upon her mind,—the incidents re-experienced by the two ladies, more than a hundred years later.

The publishers guarantee "that the authors have put down what happened to them as faithfully and accurately as was in their power;" the names appended to the narrative are the only fictitious things in the book. Now let conjecture do its work! J. WATERLOW

*The Concept of Method.* By C. R. LOMER. *Controversies over the Imitation of Cicero as a Model for Style, and Some Phases of their Influence on the Schools of the Renaissance.* By I. SCOTT. Teachers College, Columbia University, New York City, 1910. Contributions to Education, 34, 35. pp. 99; v., 145.

Dr. Lomer's object is "to emphasise the strong necessity, in the educational theory of the present day, for an analysis of the process of experience itself, with a view to realising its organic character, to making apparent its implications, and to maintaining its ultimate reality, in idea, as the method of our existence." Educational theory has been largely occupied either with the materials of education or, from a purely formal standpoint, with special details of educational procedure. We have in fact, as the terminal aspects in the educational process, the materials that are selected as educationally valuable in the school course, and the child itself, with its impulses, instincts, activities and energies. The problem is, then, to see how these two elements are related in actual experience; to understand education as a method of giving form to the experience of the child. From

this point of view, the author first reviews some historical types of method (the Greeks, Bacon, Descartes, Comenius, Kant), and then attempts constructive work on the function and interpretation of method (the idea of development; the interpretation of experience; the function of method). Unfortunately, his style is obscure, and the connection of his thought not always apparent. As, however, he has read widely, and does not fear to face ultimate problems, we may expect from him, later, a systematic treatise that will be better suited to the average reader.

Dr. Scott writes of Ciceronianism, in the sense of "the trend of literary opinion in regard to accepting Cicero as a model for imitation in composition." The work before us has an introductory chapter on the influence of Cicero from his own time to that of Poggio and Valla (c. 1450), when men of letters began a series of controversies over his merits as a model of style; chapters treating of these controversies; and a study of the connection of the entire movement with the history of education. "At the close of the 16th century, the Renaissance spirit in general had furnished to the schools, as the aim of education, the mastery of the Greek and Latin languages; but the cult of the ultra-Ciceronians had wielded so great influence that that aim, so far as Latin was concerned, had degenerated into the purely imitative treatment of the authors studied, among whom Cicero was given by far the greatest prominence. The dialectic of the Middle Ages had been largely supplanted by rhetoric, and some effort had been made to connect this study with life; but, on the whole, the reign of form had been transferred from logic to rhetoric, and was fighting for prestige there under the banner of New Learning." An appendix contains translations of the controversial letters of Pico and Bembo, and of the *Ciceronianus* of Erasmus.

W. FRANCIS

*Ueber die körperlichen Begleiterscheinungen psychischer Vorgänge.* O. BUMKE. Wiesbaden, J. F. Bergmann, 1909. pp. 16. Price pf. 65.

A popular lecture delivered to the *Naturforschende Gesellschaft* of Freiburg. The writer first touches upon the pupillar reflex, and the expressive changes of pulse, respiration and volume; illustrations are given from Lehmann. All these movements are expressive of feeling or emotion; if they accompany attention or reflective thought, that is because all mental processes whatsoever are attended by feeling. He then turns to Sommer's tridimensional analysis of involuntary finger movements, which he uses to explain certain card-tricks and phenomena of thought-reading. From these it is natural to proceed to table-turning: the motor effect of a definitely directed expectation is illustrated by the pendulum experiment of Bacon and Chevreul, by the mistakes of the self-conscious performer and reciter, by the disasters of a first attempt at bicycle-riding; the surety of movement when there is no interference by expectation is shown in the trance-dancing of the well-known 'Madeleine.' Coming back to thought-reading, Dr. Bumke then outlines the results of Lehmann and Hansen on the unconscious whisper, and the story of the trick-horse Hans, with Pfungst's related experiments. He is doubtful of the promise of Veraguth's psychogalvanic reflex; partly because, like the pupillar reflex, it shows only one single form of reaction, without qualitative differentiation, partly because it is too delicate a test of disturbance of mental equilibrium. Finally, he discusses Berger's observations of the exposed brain, in order to gain light on the question whether the physical changes are co-ordinate with or subordinate to the corresponding mental processes. The brain changes precede the changes in other parts of the body, but are nevertheless themselves of a secondary or subordinate kind; the observations, therefore, tell us nothing of the intimate nature of psychophysical parallelism.

The lecture thus covers a good deal of interesting ground, and the exposition is in the main sound. There is some vacillation as to the mental antecedents of involuntary movement; the general teaching appears to be